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ABSTRACT

The main idea of this unit--that many different kinds of families live in the United States and are alike in some ways but different in others--is shaped through an examination of families in three cultural and physical settings. This teaching guide for the unit provides highly detailed suggestions for learning experiences and multimedia instructional materials, as well as bibliographic references for the teacher. Through a dominant use of children's stories and highly varied learning activities, the life styles of a Chinese-American family in a coastal environment, an Appalachian family, and a Navajo family living on the desert are investigated and compared. Correlated with the social studies content are suggested science activities focusing on the physical environments of these three families. A bibliography is included of the learning materials cited in the guide. An appendix consists of stories about the three families which may be illustrated with items from a curriculum kit available for use as a part of this unit. Related documents are SO 000 585 through SO 000 591. (JLB)

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Center for Ethnic Studies
Title III - ESEA
School District #163
Park Forest, Illinois

FIRST GRADE SOCIAL STUDIES UNIT

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SP 000 584

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ain Idea: Many different kinds of families live in the United States. These families are alike in some ways bu different in other ways.

CONTENT	LEARNING EXPERIENCES
1. All families meet certain basic needs. 2. Families may meet basic needs in different ways. 3. Families are proud of their own ways of doing things. 4. Children learn the ways of their own family. **Books** Bahti - Southwestern Indian Tribes Southwestern Indian Arts and Crafts Carroll - Tough Enough Desbarats - Gabrielle and Selena Enochs - Little Man's Family Martin - One Special Dog Rice Bowl Pet McNeer - The Story of the Southern Highlands Perrine - Salt Boy Politi - Moy Moy Russell - Navajo Land - Yesterday and Today **Curriculum Kits** The Chinese-American Family The Appalachian Family The Navajo Family	Opener/ Ask children: What can you tell me about families that live in Park Forest? List children's responses on the chalkboard. Have children group their responses and label each group. Save the information for use in Activity One. Note to Teacher: The opener provides students with an opportunity to review what they have learned about their families as well as with practice in Cognitive Task I - Concept Formation. Thinking tasks throughout the unit are identified in the margin for the convenience of the teacher. Teachers will also note that science activities correlated with the social studies content about each family group are listed on pink sheets inserted in th unit as noted in the margin.

CONTENT	LEARNING EXPERIENCES

Films

cyc. Brit. - Linda and Billy Ray from Appalachia

lm Assoc. - Two Knots on A Counting Rope

Filmstrips

cyc. Brit. - Navajo Children

Study Prints

S - Navajo Family
S - Southern Craftsmen at Work
ild's World - Children of America

Teacher Reference

udill - My Appalachia
ndeck - Songs to Grow On
e - Chinatown, U.S.A.
me - Life Library of America - The Mountain States

Development/

1. Put an outline map of United States on the bulletin board. Have children identify Illinois and locate their community. Put a symbol on the map to mark the Village of Park Forest (or the City of Chicago Heights).

   a. Use the information children listed in the Opener to begin a retrieval chart. Place information about Park Forest families on this chart. Use simple statements and/or pictures.

	Park Forest Families
1. What kind of houses do they live in?	
2. What kind of food do they eat?	
3. Where do they get their food?	
4. What kind of clothes do they wear?	
5. What do the children learn at home?	
6. What do the children learn in school?	
7. What do the families do for fun?	
8. What problems do they have?	

CONTENT	LEARNING EXPERIENCES

Note to Teacher: This retrieval chart is used throughout the unit. When completed it will have information on it about three family groups -- Park Forest families, Chinese-American families and Appalachian (or Navajo) families. A completed retrieval chart for teacher information is given on page 25.

b. Let a volunteer make a small picture of a Park Forest family to put on the map of the U.S., at the appropriate place. Below the family, place this statement written on a paper strip: We live in Park Forest.

2. Read the first part of Gabrielle and Selena by Peter Desbarats.

a. Ask the children:

1) Why did Gabrielle and Selena want to change families?

2) Have you ever wondered what it would be like to live in a different family?

3) What special ways of doing things do you have in your family that might be different in another family?

b. Note the number and type of comments children make to the last question. Note especially their awareness of differences in customs, traditions, etc. The rest of Gabrielle and Selena may be read to children following the discussion.

CONTENT	LEARNING EXPERIENCES
te to Teacher: Science activities relating to e sea are given on the pink sheet that follows this ge. You may wish to begin these activities ter introducing San Francisco (Activity 3).	3. Locate San Francisco on the map. Has anyone ever been to San Francisco in California? What was it like a. Introduce The Rice Bowl Pet by Patricia Martin. 1) Explain that this story is about Ah Jim, a little boy who lives in China town section of San Francisco. Chinatown is a neighborhood where many Chinese and Chinese-American people live. Although Ah Jim was born in America, his grandparents were born in China. 2) Help children locate China on a world map or a globe. Point out that China is a long distance from the United States and that it would take many days for a boat to travel from China to San Francisco. 3) Ask "How many of you have a pet at home? How many of you want a pet?" Tell the children that Ah Jim wants a very special pet in this story. b. Read to the children pages 1-9 of The Rice Bowl Pet (Page 9 has illustrations of the Great Wall in China and of sampans.) c. Discuss these questions: 1) How many people probably live in Ah Jim's family? (There are four boys and a mother. Although no mention is made of the father the children may wish to include him.) 2) Where does the family live?

Science Activities: The Sea

1. Set up a library table of books about life along the ocean coast or life in the sea.

2. Use a map of the United States to help children find large cities located on the Atlantic and Pacific Oceans. How would these cities be different from cities located inland?
What special opportunities would sea-coast families have for recreation, travel?

3. Set up a science table for activities associated with an ocean coast.

   a. Make two solutions of water: one salty, one plain. Let children experiment to see whether things of different weights will float in each kind of water.

   b. Build up a sand shoreline in a sandtable. Pour water into the sand table. Swish water up against the shoreline. What happens when the waves of water push against the sand? Build a breakwater of stones in front of the shoreline. Repeat the experiment. How does the breakwater protect the shoreline?

   c. Grow algae by letting water set in the hot sun for several days. What does this tell about why seawater looks green?

   d. Let children bring in sea shells and identify the sea creatures from which these shells came.

   e. Bring in fossil rocks found along a sea shore. Look at the backbones of sea animals.

   f. Plant beansprouts. Let children observe the growth of the sprouts. Buy a can of Chinese bean sprouts and let children taste.

4. Let children collect pictures of different kinds of fish. Which of these are edible? How are they caught?

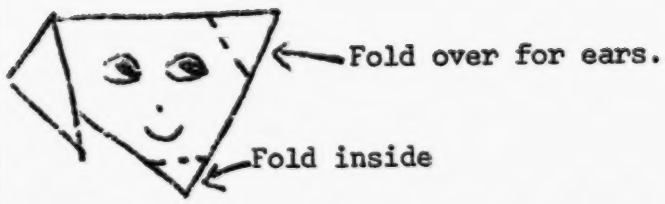
5. Set up a classroom aquarium. Have children observe the fish. How are they different from land animals?

6. Discuss plants that come from the sea. Let children find out how some of these sea plants are used.

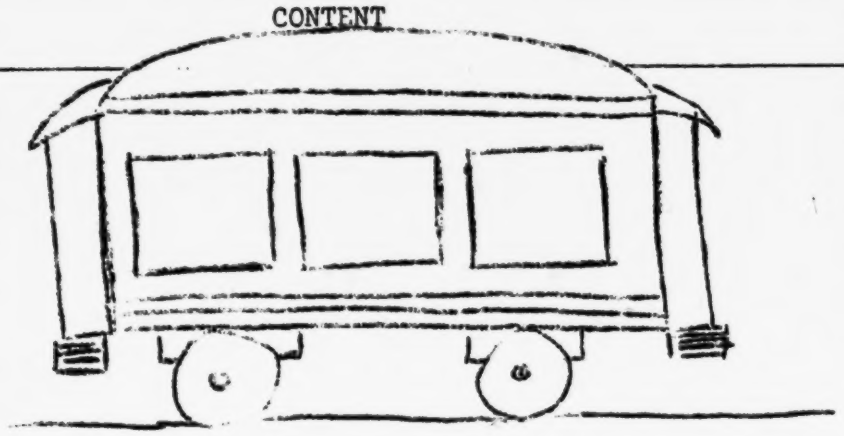
Film and Filmstrip Resources

Beach and Sea Animals AD-35
The Chest BC-33
Low Tide At the Beach I-3

CONTENT	LEARNING EXPERIENCES
	3) Why do you think that Ah Jim's mother would only allow him to have a small pet? How small must that pet be? 4) What did the children in Ah Jim's neighborhood sometimes do for fun? 5) What kind of school did Ah Jim go to in the daytime? What language did they speak there? 6) What kind of school did Ah Jim go to at the end of the day? Why did he go to two schools? 4. Show the children a rice bowl from the curriculum kit. Explain that although Chinese people eat meat, fish and vegetables, they eat rice at almost every meal. Chinese-American families also like to eat rice at their meals. Work together to name the different animals that could fit in a rice bowl. List these on the chalkboard. Ask the children to select the animal they think Ah Jim would like to have as a rice bowl pet. Have the children draw and cut out these pets. Put these animals up on the bulletin board with the caption: "Which Pet Will Ah Jim Choose?" Encourage individual children to tell the class why Ah Jim would prefer a particular pet.
otional Language Arts Activity. ome children may wish to write short stories bout Ah Jim's pet. Suggested story titles ight include: Ah Jim, Please Take Me Home I Live With Ah Jim Ah Jim and the Rice Bowl A Little Pet for Ah Jim tories may be written or dictated during a nguage Arts period.	

CONTENT	LEARNING EXPERIENCES
	5. Read the remaining part of The Rice Bowl Pet. a. Discuss these questions: 1) What were Ah Jim's brothers doing for fun on Saturday? 2) What experiences did Ah Jim have as he set out to find a pet? 3) What kind of pet did he finally choose? 4) How did Ah Jim feel about his new pet? 5) How do you think Ah Jim's brothers felt about the rice bowl pet? Is your sister or brother always happy when you get something you wanted? b. Let a volunteer draw a picture of Ah Jim's family to place on the map with the statement: Ah Jim lives in San Francisco. 6. Select one or more of these expressive activities: a. Have the children act out scenes in the story about Ah Jim's experiences. b. Ask the children to draw one part of the Saturday trip. Scenes may include: Ah Jim looking in the shop window; Ah Jim watching the kite flyers; visiting the pet store; riding on the cable car; walking in Fisherman's Warf; taking the rice bowl pet home. c. Have the children make folded paper dog puppets and tell why the puppy in the story was happy to belong to Ah Jim.

CONTENT



n developing role playing situations with
oung children, these steps should be
llowed:

Presenting and discussing the situation.
Discussing one way to solve the problem.
Inviting initial participation by taking a role yourself or by assigning roles to verbal children.
Discussing the initial enactment.
Posing other alternatives.
Acting out alternatives.
Exploring alternatives for consequences.
Making a decision as to the best alternative.

LEARNING EXPERIENCES

d. Have the children make cable cars from colored paper. Let them tell about their imaginary ride on a cable car. Where would they go? What would they see?

e. Plan two murals. One mural will show Ah Jim in his regular school. The other will show Ah Jim in the Chinese school. Use the pictures in Moy Moy to show the children how the boys and girls learn to write in a Chinese school. Show the children the brush from the curriculum kit. Lis the different things that will be put in each mural. Divide the class into two parts to work on the murals.

7. Role play one of the following situations:

a. Ah Jim's small dog chews everything. Mother is so upset. First, her best slipper was chewed t pieces. Then Ah Jim's pajamas were torn. Finally, the dog played with the edge of the living room drapes until the drapes fell down. Mother exclaimed, "We must do something about th dog. Ah Jim, come in here immediately!"

b. Ah Jim is traveling to Fisherman's Wharf on the cable car. The conductor looks at Ah Jim's empty rice bowl and asks him if he is hungry. Ah Jim is embarrassed and says nothing. The conductor becomes a little angry and asks Ah Ji why he is carrying the bowl. Ah Jim is now ver

CONTENT	LEARNING EXPERIENCES

uncomfortable and begins to speak in Chinese instead of English. The conductor says, "Can't you speak English, little boy?"

c. Ah Jim walked home slowly. He looked in all the shop windows. He sniffed the delicious smells coming from the restaurant. He looked at the sack of lichee nuts outside the food store. He gazed at the small jade elephant in the art shop window. Suddenly, Ah Jim remembered his new puppy. He began to run home. He wanted to play with his new rice bowl pet.

When Ah Jim arrived home, his mother greeted him warmly and then she reminded him it was time to get ready for Chinese school. She told him his brothers had already gone.

"Oh,Mother," said Ah Jim, "I don't want to go to Chinese school today. I want to play with my new puppy. I have been at the American school all day. Why must I go to the Chinese school now?"

8. Give the children additional intake about Ah Jim.

a. Read the story Ah Jim's New Year Surprise. (See appendix.) Show the children the carved statue from the curriculum kit at the appropriate point in the story.

b. Discuss the following questions:

1) Why did Ah Jim want his father to hurry home?

CONTENT	LEARNING EXPERIENCES

2) How did the family celebrate the Chinese New Year?

3) What surprise did father bring with him? Where did it come from?

4) How did the present make Ah Jim feel? Did something ever happen to you that made you feel proud?

5) What are some of the important things that Chinese-American children are supposed to know?

9. Work with the children to place the information about Ah Jim's family on the retrieval chart. Use simple pictures and/or sentences.

Chart

	Chinese-American Families
1. What kind of house do they live in?	An apartment in the city.
2. What kind of food do they eat?	Rice, vegetables, meat, fish.
3. Where do they get their food?	They buy it at the store. Mother cooks it.
4. What kind of clothes do they wear?	Sometimes they wear clothes like we do. Sometimes they dress in Chinese clothes.

CONTENT	LEARNING EXPERIENCES

5. What do the children learn at home?	To obey their parents. To help their parents. Older people are important and wise.
6. What do the children learn at school?	They learn to read and write English in the American school. They learn to speak, read and write Chinese in the Chinese school. They learn about China and Chinese ways.
7. What does the family do for fun?	They go to plays. The boys fly kites. They have special celebrations.
8. What problems do they have?	Their apartment is small. The boys have to go to two schools.

10. Discuss with the children the different articles in the curriculum kit. Ask who would use each item and how it would be used:

Rice bowl
Chop Sticks
Abacus
Writing Brush
Paper Lantern
Small Statue
Chinese Newspaper
Chinese Kite

CONTENT	LEARNING EXPERIENCES
ote to Teacher: First graders should be prepared or the visit of a Chinese-American parent to the oom. Work with children to develop questions they ould like to ask the visitor. Help them develop plan for welcoming their guest to the classroom. iscuss good manners to be used during the arent's talk to the class. Follow-up with an ppropriate thank-you note from the class.	11. Select one or more of the following classroom activities: a. Invite a Chinese-American parent to your room. Ask him to explain some of the Chinese customs to the children. Encourage him to share a Chinese tale or song that he was taught when he was young. b. Plan a Chinese New Year celebration. Have some children cut out paper lanterns. Cover coins with red paper (lay shee) to hang over doorways. Make and paint a paper dragon for the parade. (This can be made by folding brown mural paper in half and painting it. The head of the dragon can be made from a big paper shopping bag.) Have housekeepers clean the room for the celebration. Some children may wish to decorate the room with paper flowers. New Year's cards can be made and illustrated saying "Gung Ho Sun Nin (Happy New Year). c. Read the story of Moy Moy, a little girl who lives in Chinatown in Los Angeles. Moy Moy's favorite place is Mr. Fong's toy shop. This shop is filled with paper kites and colorful toys. Have the children design paper animal kites to fill Mr. Fong's store.
Cognitive Task II - Interpretation of Data	12. Review and summarize the information about the Chinese-American family on the chart. Ask the children: How would your life be different if you were the child of a Chinese-American family?

CONTENT	LEARNING EXPERIENCES
ote to Teacher: Science Activities relating to he mountains are given on the pink sheets hat follow this page. You may wish to begin hese activities after introducing the ppalachian family (Activity 13).	How is a Chinese-American family like your family? What can you say about Chinese-American families?
he trail went zigging he trail went zagging p through the woods here the sun was lagging, p toward the peaks hat pierced the sky p where the blue hone bright and high, p, up the mountain. p, up... ky is a cup f shiny blue nd bottom-side up, ashed and new, ew and bright, ky is a cup f sparkly light p, up the mountain. - Aileen Fisher	13. Locate Appalachia on the map. Ask the children: Has anyone ever visited this part of the United States? What is it like? a. Introduce Tough Enough by Ruth and Latrobe Carroll. 1) Show children the picture on pages 20-21. 2) Ask: What words would you use to describe this area? What do you think it would be like to live where there are high hills a many trees? 3) Optional: Read the poem by Aileen Fisher (Two to three lines from this poem may be used as a handwriting exercise.) b. Read pages 1-27 of Tough Enough. 1) How many people lived in Beanie's family? 2) How did each member of the family feel about Tough Enough? Why? 3) What did Beanie think Tough Enough had done that was bad?

Science Activities: The Mountains

1. Set up a library table of books about life in the mountains: The Mountains, Life Nature Series, etc.

2. Use pictures in books to show mountains of different types. Help children note that some are sharp and snow capped, some rounded and covered with trees, still others volcanoes. Let children pretend to hold the earth and feel the different mountain peaks--some sharp and cold, some fuzzy with trees, some burning hot.

3. Point out to children that scientists believe the earth was molten when it was created and that the earth's rock crust formed as this molten mass cooled on the outside. Make a ball of playdough. Heat the ball in the oven for about ½ hour. Remove and let children examine the outer crust that has formed. Cut into the ball to demonstrate that the inside is still soft.

4. Set up a series of science table experiments to help children learn about mountains:

   a. Start a classroom rock collection. Have children note the variety of rocks found on the earth. Help them relate rocks brought in to an understanding of the earth's rock crust.

   b. Point out to children that mountains are formed in three ways: by folding and faulting with layers of clay. Find out which of these caused the formation of the Great Smokies and the Appalachian chain.

   c. Build mountains by covering large chunks of feather rock with layers of clay or sod. Help children to see that the Appalachian range is formed from a rock base with a sod cover. Add sprigs of evergreen for trees.

   d. Make an erosion table: one side sod with grass; one side bare earth. What happens when water is poured over each side? Pull some grass out of the sod and let children examine it. How do plants help the mountains?

   e. Let children discover how mountain streams are formed. Make a pocket of two layers of clay; seal water between the layers. Have a child break off a corner and let children watch the water spill out. How could the rock break off? Where else does the water in mountain streams come from?

5. Have children look at pictures of mountain trees and wild flowers. (Wild Flowers of America, SVE Study Print Set). Let children tell how these trees and flowers are useful to mountain people.

6. Show the film Bushy the Squirrel (AC-10). Let children list other animals that live in the Great Smoky Mountains (black bear, white-tailed deer, wild turkey, etc.). Let individual children tell how these animals are useful to living in the Smokies.

7. Take an imaginary camping trip to the Great Smoky Mountains. Pretend to climb a mountain together, swim in a mountain stream, pick wild berries, meet a black bear raiding the campsite, identify wild flowers, observe animals. Police the campsite when ready to leave for home by picking up all litter, putting out the campfire, etc.

8. Let children tell why it is important to take care of our mountain areas. Children may wish to learn the Conservation Pledge as a final activity:

> I give the pledge as an American to save and faithfully defend from waste the natural resources of my country-- its soil and minerals; its forests, waters and wildlife.

Film and Filmstrip Resources

Bushy the Squirrel AC-10
The Story of Mountains BB-1
Rocks and How They Change T-15

CONTENT	LEARNING EXPERIENCES
	4) Why was Beanie afraid to tell his father about Tough Enough? Have you ever been afraid to tell your parents about something? 5) What do you think Beanie should do? c. Optional: During Language Arts period, Let children complete this sentence: I think Beanie should _____. 14. Select one of these expressive activities as a class activity: a. Have each child draw a picture of Tough Enough's problem with one person in the story. b. Make stick puppets of the family characters. Let children use these puppets to tell an incident from the story. c. Plan a class mural to show Beanie's family and their home. The picture on pages 2-3 may be used as the basis for the mural. Add the other members of the family (engaged in appropriate activities) to this picture. d. Build a sand table model of Beanie's home. 15. Finish reading Tough Enough, pages 28-62. a. Discuss these questions: 1) What did Beanie do about telling his father about Tough Enough? Why?

CONTENT	LEARNING EXPERIENCES
	2) What did Beanie's father suggest? 3) What did Beanie and Annie Mae see on their way through the woods to the store? 4) What happened when it began to rain? 5) How did they find out that Tough Enough had not killed the chicken? b. Let a volunteer draw a picture of Beanie's family and place it on the map at the appropriate place with the statement: "Beanie lives in Appalachia." 16. Role play one or more of these situations: a. Beanie decides that he will not tell his father about finding Tough Enough in the chicken house. He is afraid that his father will be angry and will make him give Tough Enough away. Two days later, Beanie's father comes into the chicken house and sees Tough Enough trying to pull Little Queen off the nest. "Come here, Beanie," his father shouts. "I've found the chicken-killer." What should Beanie say? b. As Beanie and Annie Mae are on their way to the store, it begins to rain very hard. They look around the woods and find no place to hide from the rain. They become frightened and run through the woods. When they stop, they discover that they have lost their way. Annie Mae begins

CONTENT	LEARNING EXPERIENCES
	to cry. I'm scared," she says. "We're lost in this big woods. We'll never get back home. What should Beanie do? c. Beanie and Annie arrive at the store. As they go into the store, they see a well-dressed city boy and his mother. "Look, Mother," says the boy. "Look at those strange children. Aren't they wearing funny old clothes?" The boy begins to laugh at Beanie and Annie Mae. What should Beanie and Annie Mae say? d. While they are at the store, Annie Mae and Beanie see a tray of candy bars on the counter. They have only enough money to buy a chain for Tough Enough and the candy bars cost 5¢ each. The storekeeper goes into the back of the store and Annie Mae and Beanie are alone with the candy. Beanie reaches up quickly and puts a candy bar in his pocket. Just then the storekeeper comes back. What should Annie Mae do? 17. Add to the retrieval chart the information on Appalachian families.

	Appalachian Families
What kind of house do they live in?	Cabin made of logs and shingles.
What kind of food do they eat?	Bacon, milk, eggs, chicken, corn bread, cabbage, fat-back, ham, sweetbreads, custard pie, stacked cake.

CONTENT	LEARNING EXPERIENCES

te to Teacher: There other stories by Ruth and
trobe Carroll about Beanie and Tough Enough
y be obtained from the Park Forest
blic Library.

anie
ugh Enough's Trip
ugh Enough's Pony

Where do they get their food?	Father grows it on the farm: he raises animals and hunts. Some is bough from the store.
What kind of clothes do they wear?	Overalls, shirts, caps, straw hats, cotton dresse aprons.
What do the children learn at home?	Take care of animals, kee house and make quilts. To grow food; hunt.
What do the children Learn in school?	Square dance, do arith-metic and read. Study about nature.
What does the family do for fun?	Have family parties. Square dance. Explore woods. Play with toys and pets.
What problems do they have?	Protecting the chickens. Big storms. Live a long way from the store.

18. Show the film Linda and Billy Ray from Appalachia (CES-6) or read to the class the picture story: Families in Appalachia (see appendix) using picture and items from the curriculum kit as indicated in t story.

    a. Discuss these questions:

        1) How do most families in Appalachia make their living? Why?

        2) What do families in Appalachia do for fun?

CONTENT	LEARNING EXPERIENCES

3) Why do many families move to the city?

4) Why do they like their Appalachian homes better than the city?

b. Review the information on the retrieval chart and let children add any new information about Appalachian families to the chart. A sample completed retrieval chart is given for teacher reference on page 25.

19. Show the different articles in the curriculum kit.

a. Ask: Who would make each item? How would it be made? Who would use it? How would it be used?

Ears of Dried Corn
Cornhusk Doll
Wooden Whistle
Wooden Top
Carved Animal
Cornstalk Broom

b. Show also the photographs of Southern craftsmen at work and their crafts. Discuss these pictures with the children.

20. Select one or more of these activities for classroom experiences about family fun in Appalachia. (Activities a and b may be done during music and gym periods.)

a. Teach children these folk songs from the Appalachian hills (Songs To Grow On by Beatrice Landek,

CONTENT	LEARNING EXPERIENCES

POOR OLD LADY

Poor old lady, she swallowed a fly,
I don't know why she swallowed a fly.
Poor old lady, I think she'll die.

Poor old lady, she swallowed a spider.
It squirmed and wriggled and turned
inside her.
She swallowed the spider to catch the
fly.
I don't know why she swallowed a fly.
Poor old lady, I think she'll die.

Poor old lady, she swallowed a bird.
How absurd! She swallowed a bird.
She swallowed the bird to catch
the spider.
She swallowed the spider to catch
the fly.
Poor old lady, I think she'll die.

Poor old lady, she swallowed a cat.
Think of that! She swallowed a cat.
etc.

Poor old lady, she swallowed a dog.
She went the whole hog when she
swallowed a dog.
etc.

Poor old lady, she swallowed a cow.
I don't know how she swallowed a cow.
etc.

Poor old lady, she swallowed a horse.
She died, of course!

Marks and Sloane, 1950). Each song may be dramatized by a small group while the class group sings it.

Mary Wore a Red Dress, p. 12
I Wish I Were A Little Bird, p. 19
Go Tell Aunt Rhody, p. 28
Little Red Wagon, p. 70
Poor Old Lady
Down in the Valley
On Top of Old Smoky
Froggy Went A'Courting
Pop Goes the Weasel

b. Teach children a simple Appalachian circle dance or play-party song (Songs To Grow On).

Nick Nack Paddy Wack, p. 98
Up On The Mountain, p. 110
The Paw Paw Patch, p. 117
Deaf Woman's Courtship, p. 100
Skip to My Lou, p. 105

c. Obtain The Jack Tales by Richard Chase from the school library. Read one of these folk tales to the class.

d. Have an Appalachian cabin party by setting up activity tables where children can participate in these things:

1) Sewing circle (yarn stitching on burlap)

2) Apple drying (peel and core apples, string to dry)

CONTENT	LEARNING EXPERIENCES
gnitive Task II - Interpretation of Data	3) Whittling (Styrofoam or other soft material carved with table knives) 4) Doll making (clothespins for base of dolls, clay for standards, crepe paper for clothes) 21. Review and summarize with children the information the retrieval chart about the Appalachian family. Ask these questions: How would your life be different if you were the child of an Appalachian family? How is an Appalachian family like your family? What can you say about Appalachian families?
te to Teacher: Science activities relating to the sert are given on the pink sheets that follow is page. You may wish to begin these activities after troducing the Navajo family (Activity 22).	22. Locate Arizona on the map of the U.S. Ask children Has anyone ever visited this part of our country? What is it like? (If children are unfamiliar with this rocky desert area, show them the pictures on pages 30 and 35, Southwestern Indian Tribes.) a. Read One Special Dog by Patricia Martin. Introduce the book by telling children that the story is about two Navajo Indian children who live in Northern Arizona. b. Discuss these questions: 1) Where do Charlie and Mollie White Horse live? How would you describe the place where they live? (Explain the meaning

Science Activities: The Desert

1. Set up a library table of books about life in the desert: The Desert, Life Nature Series, etc.

2. Use pictures in books to show children the characteristic features of the American desert: mesas, buttes, etc. Relate lack of rainfall to Rocky Mountain barrier against which eastward moving clouds drop their rain.

3. Set up a series of science table experiments to help children see how the desert changes:

   a. Let children rub hard and soft rocks together.

   b. Let a bottle filled with a water and vinegar solution drip on a soft chalky rock.

   c. Boil a rock in water on a hot plate for ½ hour and then drop it into cold water. The rock will break just as rocks heated by the desert sun break.

   d. Wrap a jar in cloth, fill it with water, cover it and place it in the freezer. The water will break the glass just as water frozen by cold desert temperatures will break rock.

   e. Let children pound rocks with a hammer to see how the pounding of animal hooves can break rock.

   f. Cram beans in a jar, cover the beans with water and fastern the jar with a lid. The beans will sprout overnight and break the glass just as plants on the desert split rock.

   g. Let children blow sand placed inside a glass covered box with a bellows to see how the wind blows sand against rocks. Wet the sand and let them try it again.

   h. Put a handful of garden soil in a jar of water, shake the mixture and then let it stand. Examine plant material that stays at the top and tiny stones that settle at the bottom. Point out that soil is sand with plant debris added.

3. Start a cactus garden. Note variety of forms. Observe cactus after it is watered and then a week later. Compare water needs of cactus with that of other classroom plants.

4. Examine pictures of desert plants. Note beauty of blooms, variety of forms. Compare to forest plants. How and why are they different?

5. Plant a variety of seeds in two trays of sand. Water one tray every day; soak the other tray occasionally. What happens? Relate to irrigation vs. flash floods. Show pictures of irrigated land to see how man has changed the desert.

6. Look at pictures of desert animals. Note how each is especially equipped to withstand desert temperatures and dryness. Let children "travel" like desert animals: lizard, kangaroo, rat, snake, etc.

Film Resources

Life in the Desert AC-22
Creatures of the Desert AC-14

CONTENT	LEARNING EXPERIENCES
Optional Language Arts Activity: Have children take a pretend ride on the school bus with Charlie and Mollie. Let them write stories about the things they see on their way to school.	of bluff, desert, mesa. Be sure children understand the difference between this desert area and a sand desert.) 2) What job does each member of the family have? Why are these jobs important? 3) How was the trading post important in the lives of the family? 4) How did Mollie feel about the dogs? How did Charlie feel? 5) What did Mollie think about the lamb's disappearance? Why did she go with Charlie even though she was afraid? 6) What did the special dog do to help Charlie rescue the lamb? Did he help Charlie in any other way? c. Let a volunteer draw a picture of this family and put it on the map with the statement: "Charlie and Mollie live in New Mexico." 23. Select one of these expressive activities: a. Let children draw scenes from the story with pastel chalks on colored paper. b. Make a mural of the area where Charlie and Mollie live. Include in the mural the hogan, the trading post, the school and school bus as well as sheep, dogs, family members.

CONTENT	LEARNING EXPERIENCES
My Mother mother is sun-browned color. r eyes are dark. r hair shines black. mother is good to look at but I like her hands the best. ey are beautiful. ey are strong and quick at working but when they touch my hands they are slow-moving and gentle. - Ann Clark Little Hunter in Autumn	c. Make a sand table replica of the area where Charlie and Mollie live. Use cedar branches for the vegetation. Make sheep out of cotton with toothpicks for legs. Use popsicle sticks to make the six-sided hogan. d. Set up a trading post in the classroom. (This would be a particularly good activity if children are studying money in arithmetic.) 24. Read pages 8-19 of Navajo Land-Yesterday and Today. Discuss the activities of different members of the Navajo family. a. Bring out these points in discussion: Most of the Navajos are herders. The sheep are tended by boys and girls. Then men and big boys shear the sheep. The wool from the sheep is made into blankets b women and girls. Girls learn how to weave from their mothers. Navajo food, clothing and homes come from desert plants and animals. b. Show children the pictures on pages 30-31 of Southwestern Indian Tribes; and pages 12-13 of Indian Arts and Crafts, the wool and the woven article from the curriculum kit. c. Optional: Show the filmstrip Navajo Children (M-37).

CONTENT	LEARNING EXPERIENCES
My Father father is tan. is strong. is brave. hunts and he rides and he sings. coazes the corn and the squash plants to grow out of the sand-dry earth. father has magic in his fingertips. can turn flat pieces of silver into things of beauty. metimes I hide in the wild folds of my mother's skirt and look out at my father. - Ann Clark Little Hunter in Autumn	25. Select one of these activities relating to weaving: a. Dye string with Rit dye. Let children thread the string in needles and make a pattern on colored paper. b. Have children weave a simple paper blanket using 12 x 18 paper for the blanket. Have children sit on their blanket during story time. c. Let children make a design for a Navajo blanket on graph paper. d. Use simple looms and have children take turns weaving small squares with loopers. 26. Read pages 24-27 of Navajo Lands Yesterday and Toda Discuss the special skills of Navajo men. a. Bring out these points in discussion: Fathers plant corn and take care of horses. They use silver and turquoise found in the area to make many different things.

CONTENT	LEARNING EXPERIENCES
	The silver things are worn but are also sold at the trading post to get things the family needs. Boys learn many things from their fathers. b. Show children the pictures on pages 33 and 35 of Southwestern Indian Tribes and the silver article from the curriculum kit. 27. Select one of these expressive activities: a. Have the children pretend to be an Indian family. Plan the activities of the family for one day and let selected children dramatize them. b. Role play one of these situations: Charlie asks his father to teach him to make a silver ring. His father tells him that the silver is very precious and that he is too young to learn. When his father is away, Charlie lights a fire and takes some silver to work on the forge. He doesn't hear his father return. Charlie White Horse,' his father says. "What do you think you are doing?" What does Charlie say? Charlie and Mollie go to the trading post to tell the owner that Joe cannot work that day. They see a family of tourists who have come to see how Navajo people live. Mollie goes over to the girl of the family to make friends. The

CONTENT	LEARNING EXPERIENCES
	girl looks at Mollie and screams, "Mother! Look, an Indian. I'm afraid." What does Mollie do? c. Have children collect small stones and paint them turquoise-colored. Use soft wire with the stones to make Navajo rings, necklaces, etc. d. Let children cut out discs from aluminum foil pie plates. Make necklaces from these discs by shaping them in different ways (edges can be rolled or feathered with scissors) and attaching string. Or have them fold aluminum foil strips and twist into rings or bracelets. e. Read the Navajo legend about the creation of the stars (see Appendix). Discuss how the Navajo love of silver is shown by this legend. 28. Add the information about the Navajo family to the retrieval chart. A completed retrieval chart on the three families (Chinese-American, Appalachian and Navajo) is given for reference on the next page. Note: Pages 20-23, 34 and 46 of Little Herder in Winter give additional intake about family fun activities (see appendix).

RETRIEVAL CHART

	Chinese-American Families	Appalachian Families	Navajo Families
hat kind of house do hey live in?	An apartment in a big building in the city.	Cabin made of logs and shingles.	Six-sided hogan made of logs.
hat kind of food do hey eat?	Rice, vegetables, meat, fish	Bacon, eggs, milk, chicken, ham, cornbread, cabbage, fatback, sweetbread, custard pie, stacked cake	Mutton, coffee, cornmeal, corn, syrup, coffee
w do they get their od?	They buy it from a store.	Father grows it on the farm. He raises animals and hunts. They buy some from the store.	Grow corn and other plants. Raise sheep. Buy some at trading post.
w do they dress?	Usually like we do but sometimes they dress in Chinese clothes.	Overalls, shirts, caps, straw hats, cotton dresses, aprons	Jeans, shirts, dresses, headbands, silver jewelry.
hat do children earn at home?	To obey their parents. To help their parents. To respect older people.	Take care of animals. Keep house and make quilts. Grow food, hunt.	To take car of animals. To weave and make silve jewelry.
hat do children earn at school?	To read and write and do arithmetic in regular school. To speak and write Chinese. Chinese ways and customs in Chinese school.	Square dance. Do arithmetic and read. Study about nature.	To speak English. To read and write and do arithmetic.
hat does the family for fun?	Go to plays. Boys fly kites. They celebrate special Chinese holidays.	Have family parties. Square dance. Explore woods. Play with toys and pets.	Story-telling and singing. Play with pets.
hat problems do they ave?	Their apartment is small. The boys have to go to two schools.	Protecting the chickens. Storms. Live a long way from the store. Jobs for fathers.	They work very hard. They live in a dry area

CONTENT	LEARNING EXPERIENCES
ognitive Task IV -- Interpretation of Attitudes and Feelings.	29. Read Salt Boy by Perrine. Use this story as a sensitizing experience with this question sequence: What happened in this story? How do you think Salt Boy felt about it? Has anything like this ever happened to you? How did you feel about it? What can you say about people and their feelings? 30. Show the film Two Knots on a Counting Rope CES-5 Note to teachers: This film shows a Navajo boy and his grandfather, and is excellent intake for emphasizing how children learn from their elders in the Indian culture. a. Discuss these questions: 1) What did the boy learn from his grandfather? 2) What did he teach his grandfather? 3) Do you think grandfather is happy his grandson has the chance to go to school? 4) What will the boy learn in school? What will he teach his friends there? 5) Is it good to know more than one way to do things? Why?

CONTENT	LEARNING EXPERIENCES
	b. Let children use a counting rope to count different objects in the room. Some children may wish to learn to count in Navajo: Tsa-i — one Naaki — two Taa — three Dii — four Ashdla — five Hastaa — six Tsostsid — seven Tseebii — eight Nahastei — nine Neeznaa — ten c. Children may be interested in seeing Little Man's Family by J. B. Enochs, a Navajo reader with the story printed in both the English and Navajo languages. 31. Have the children review and summarize the information about the Navajo family. Ask these questions: How would your life be different if you were a child of a Navajo family? How is a Navajo family like your family? What can you say about Navajo families?

CONTENT	LEARNING EXPERIENCES

ANDRE

ıad a dream last night. I dreamed
ıad to pick a Mother out.
ıad to choose a Father too.
first, I wondered what to do,
ere were so many there, it seemed,
ort and tall and thin and stout.

t just before I sprang awake,
knew what parents I would take.
d this surprised and made me glad:
ey were the ones I always had!

- Gwendolyn Brooks

Conclusion/

Have children look at the completed map showing familie in the United States. Ask them to suggest one-sentence statements that tell about these families. Show the study print set Children of America so children can see other family groups that live in the United States.

Read the poem "Andre" by Gwendolyn Brooks. Ask childre to tell why Andre decided to choose the very same parents he always had. Ask children if they think the children we have read about (Ah Jim, Beanie, Charlie an Mollie) would choose their own parents. Why? Would all boys and girls choose their own parents?

Let children complete these statements:

I would choose my family because.....

Ah Jim would choose his family because.....

Beanie would choose his family because.....

Charlie and Mollie would choose their family because.....

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Curriculum Kit

Chinese-American

Large rice bowl
Chop sticks
Abacus
Writing brush
Paper lantern
Small statue
Chinese newspaper
Chinese kite

Appalachian

Dried ears of corn
Corn husk doll
Wooden whistle
Carved wooden top
Carved animal
Corn husk broom

Navajo

Wool from sheep
Navajo weaving
Navajo silver jerelry

Appendix

Ah Jim's New Year Surprise

Families in Appalachia

Navajo Legend

Little Herder in Autumn

AH JIM'S NEW YEAR SURPRISE

Picture
pp. 1 and 2
Rice Bowl Pet

Ah Jim looked out of the apartment window. He looked at the busy streets below. Men and women were scurrying in and out of stores. Crowds of shoppers were moving through the streets and some children were carrying big clumsy bundles.

Ah Jim looked carefully down the busy street. It was 5:30 and he was looking for his father.

Picture
pp. 17 and 18
Rice Bowl Pet

Ah Jim's father worked in the big bank downtown in San Francisco. Every morning Ah Jim's father took his briefcase and rode the cable car to the street where he worked. Every night Ah Jim's father took the cable car back to Chinatown.

Tonight was a special night. As soon as Ah Jim's father returned the family would begin a very special celebration. It was the Chinese New Year and all the people in Chinatown would be celebrating.

The preparations for the New Year began several weeks ago. Ah Jim's mother and the mothers of his friends began their big housecleaning. Every nook and corner of the houses were swept and scrubbed. Each house was then decorated with bowls of fresh flowers. Special Chinese foods were prepared for the celebration.

Tonight was the special night of the Festival of Lanterns. The streets in Chinatown were decorated with lanterns and bright lights. People hung "lay-she" or good luck money over their doorways. Plans were made for the big parade.

Picture
page 29
Moy Moy

Picture
pp. 25 and 26
Moy Moy

The parade tonight would be led by a huge paper dragon. This paper dragon was sometimes so big that fifty people would hold it up. Many other people would follow the dragon with lighted lanterns. Children had noisemakers and firecrackers which

added to the festivities of the night.

Picture
Page 14
Moy Moy

Ah Jim could hardly wait. At the Chinese school they had learned all about the New Year's celebrations. They talked about the way Chinese-Americans still remembered the ways their grandparents celebrated the New Year in China.

Last year Ah Jim's brothers teased him because he was afraid of the dragon. This year he was older and he knew the fierce looking dragon was really made of bamboo and covered with colored paper. He had helped make a small dragon at Chinese school. Later, he brought it to the American school and shared it with the other boys and girls. He told them that the dragon stood for good luck and strength. Yes, Ah Jim felt very brave and strong tonight.

Suddenly, Ah Jim saw a familiar figure on the street. It was his father carrying his briefcase and a small bundle. He was home from the big bank downtown.

"Mother," called Ah Jim, excitedly. "Our father is home." Mother rushed to the window. Her face was flushed from working in the kitchen. She was wearing her red silk Chinese dress for the celebration. Mother looked very pretty.

Ah Jim's brothers came quickly too when they heard their father was coming home. They wore clean shirts and pants. Even their shoes were clean. They too were ready for the celebration.

"Gung Ho Sun, Nin, Father," called the family.

Father looked up at the window. He saw Mother. He saw the four boys. He smiled and said, "Happy New Year to you too."

When father came into the living room of the small apartment,

he put the bundle on the table. Ah Jim took his father's briefcase and put it in the chest. Tommy took his father's coat and hung it in the hall closet. Then, the four boys looked at the small strange package. They wanted to know what was inside the bundle. They wondered if it could be a present. They turned to their father but he was talking to their mother. Now, they knew they must wait patiently. Chinese children are taught not to interrupt grownups.

Finally, Ah Jim's father came over to the boys. He told them to be seated. He took the strange package in his hands and said, "I have a surprise for you. The postman brought this to the bank today. This is a surprise from far away. It came all the way from Hong Kong, China. It was sent from your grandfather.'

"Oh, father," said Ah Jim, "a package from China. May I open it?"

"Your elder brother will open it and show it to all of us, Ah Jim," answered father.

The three watched carefully as Kee, the oldest brother removed the brown outer wrappings. They watched closely as Kee took out a piece of paper and a small bundle wrapped in white silk.

"What is it? What is it?" asked Ah Jim.

Father told Kee to unwrap the present. Kee carefully removed the white silk. He held the statue in front of the lamp.

The boys looked at the small white statue. They saw an old man. He looked very wise. The statue reminded them of their grandfather. The statue reminded them of the words their grandfather had written to them. They were very quiet.

Ah Jim felt strange. He knew that this was a very important present. He looked at his father and said, "I am happy. This surprise made me feel proud. I am proud to be an American, but I am proud to be Chinese too."

"It is good to feel proud," said father.

The sounds of a celebration came from the streets below.

"Come," said Mother. "The parade will soon begin."

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FAMILIES IN APPALACHIA

Beanie and his family live in a part of the United States called Appalachia. Appalachia is a beautiful part of the United States. The land is hilly and covered with berry plants, flowering bushes and green leafed vines. There are icy-cold streams bubbling through the hills and the tree-covered tops of mountains rise as far as you can see.

The forest provided food for the early people in these mountains. Men hunted deer, bear, wild turkey, and wild pigeons. Women and children gathered and dried the wild fruits and berries that grew in the woods. Wild honey took the place of sugar for sweetening. The people built cabins of logs from the forest. They cleared the trees from the land and planted crops of potatoes, corn and black-eyed peas.

Today most families live on small farms. They grow and make almost everything they need because they are a long way from a town and have little money to buy things at the stores there. Fathers grow corn and fruit and go into the forests to hunt small animals--squirrels, rabbits, and possum--for meat for the family. They raise hogs for bacon and ham and most families have a cow for milk. Mothers make the clothing for their family and preserve or dry the food and hang it up in the cabin to be used later. Even the family house and furniture in it are made by the father of the family.

Children help their parents and learn to work almost before they learn to walk. The littlest children gather and shuck ears of corn from the green cornstalks and tend to the "bee-gums"

near the cabin. Girls get out the quilting frame and learn to sew coverlets for the high puffed featherbeds. The boys hoe in the field and learn to split firewood. An Appalachian boy would think it shameful if, at six years old, he was not able to shoot a red squirrel for dinner.

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Beanie, his brothers and sisters must travel by bus to school. Often, children higher up in the mountains must walk long distances to the bus stop. Sometimes, they have to stay home from school because the snow is piled up too high or the icy wind is blowing sheets of snow or rain against their cabin. In school, they learn to read and write and to do arithmetic but they also learn how to make such things as woven baskets, hooked rugs, pottery and wood carving.

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In the mountains everyone goes to church. Here they meet and visit with their friends they may not see during the week. The church is warm and friendly. The deep religious feeling the people get from their church helps them to learn to work together and to help each other.

Once Appalachia had many coal mines. Fathers worked in these mines and earned money to buy things for their families. Now most of the mines have been closed and many fathers cannot find new jobs. Even though they work hard to raise food for their families, the ground is rocky and full of stones and they cannot always grow enough. Many families in Appalachia are very poor and the children do not always get enough to eat. Many children do not have warm clothes for the cold winter or, like Hetty and Hank, shoes to wear.

Because it is so hard for fathers to find work in Appalachia, families sometimes move to big cities like Chicago. Here life is very different and strange. Appalachian boys and girls are often frightened by the noise and busyness of the city and by the many cars and people there. They miss their friends at home and the beautiful hills and forests where they played.

In another story about Beanie, he and his family go to a city. This is what Beanie thinks about the city:

"The Tatums drew near a city. Its highest buildings stood up before them like cliffs. Beanie's eyes opened wide. His breath came fast. He felt a sharp excitement. "Are those tall houses full of folks?" he asked.

"Buck nodded. He said, 'Folks in the city live just as close together as kernels on a corncob. No good air left to breathe--it's been breathed up and smoked up and gasolined up. No woods or creeks for huntin' and fishin' and berryin' and traipsin' and all.'

"The Tatums were soon in the city. Beanie turned his head this way and that. 'One, two, three, four, five, six, seven,' he began. He was counting as fast as he could. As he went on, his voice rose higher. He was trying to count all the cars he could see. They seemed to be all around him, moving every which way.

"But pretty soon he stopped counting. There were just too many. Too many cars. Too many people. People, people, people. Crowding the sidewalks, getting in the way of the cars. Policemen were blowing their whistles.

"Beanie had a shut-in feeling, as though walls were pressing down on him."

Picture
Quilting
Party
The Story of
Southern
Highlands

Appalachian families have many good times together. Sometimes the women get together to have sewing parties and to visit with each other. Fathers sit together and make toys for their children--corn husk dolls and wooden cradles for the girls and wooden whistles and little horses for the boys. Often Granny gathers the children around her and tells them riddles or stories that she learned long ago when she was a child.

Picture
Play Party
The Story of
Southern
Highlands

Everyone in an Appalachian family loves to sing and play music. Little boys cut two corn stalks and make music by sawing one across the other, singing happily:

"Corn stalk fiddle and shoe string bow,
Best old fiddle in the country, oh!"

Families gather together to sing and dance and listen to tunes played by a mountain fiddler on his violin. Granny sets alongside the fiddler and claps her hands and taps her foot. The grownups dance and even young children join in.

Boys and girls work hard in Appalachia but, like boys and girls everywhere, they learn and grow and have fun together.

Navajo Legend

Long ago in time when only First Man and First Woman lived, the world was dark. So First Man and First Woman made the sun out of a big stone. They set around it rays of red stone and snakes of lightning to bring rain. They made the moon of a shiny clear stone. They set the moon in the sky.

After the sun had set and before the moon was out, the world was dark again. So First Man and First Woman gathered pieces of silver. First Man set a large piece of silver in the sky to be the North Star. He set seven more pieces in the sky for the Big Dipper. Then he lay down to rest.

First Woman grew impatient. She gathered the rest of the silver and threw the pieces up toward the sky. They scattered all over. When First Man woke up, he was very angry. "Some day," he said, "I will pull those pieces down and arrange them right."

But First Man never got around to changing the stars. That is why they are still scattered throughout the sky.

LITTLE HERDER IN WINTER

Storytelling

Then
  my father tells us stories.
Long stories
  made up of many words.
His words have power.
They have strength.
They seem to hold me.
They seem to warm me.
They seem to feed me.
My father's words,
  they comfort me.
His words have power.

My father tells
  The Star Story.
"When the world was being made,
  being made."
My father tells us,
  "When the Gods were
  placing stars,
  the stars,
  the stars in patterns
  in the sky,
  coyote stole the star bag."

"Coyote spilled the stars out
  in the sky,
  helter skelter in the sky,
  when the world was being made."

Softly
  my father tells it,
  the story of the stars.

Outside,
  the wind
  and the night
  push against
  my mother's hogan door.

Outside,
  big flakes of snow
  fall thickly,
  fall softly,
  fall steadily.

Inside,
  snow water drips
  down the smoke hole
  and the words of
  my father's voice
  drip softly
  into the quiet
  of my mother's hogan.

Cat's-Cradles

The day moves slowly.
My father does not come back
  along the trail.
It is far to the trading post.
The snow is deep.
I think of my father
  and his concho belt.
I look at my mother's finger.
One finger looks bare
  without its turquoise ring.
I pull my sleeve down
  over by bracelet.
Perhaps
  I should have given it
  to my father.

My grandmother comes to see us.
She brings a piece of bread
  for me
  and for my mother
  to eat with our meat.
She brings a piece of string.
She shows me how
  to make Cat's-Cradles.
She shows me how
  to make "It-Is-Twisted."
We make Bird's-Nest and Butterflies
  and Coyotes-Running-Apart
  with the piece of string.

Going to the Sing

My father goes for dry wood.

He has to go to the foothills
to get it.

My mother cooks bread and meat.

I sit by the door in the sunshine
and think about the Sing.

My grandmother comes
to my mother's hogan.

She will look after the sheep
while we are gone to the Sing.

The sun shines.

The sun shines.

Soon we will go
to the Sing,
the Sing.

After awhile
my father comes back with
the wagon.

He piles the wood near the hogan.

He says he is ready
to go to the Sing
and we are ready, too.

It is not far.

Not long after
the sun has finished with the day
we will get there.

We will get to the hogan
of the wife of Tall-Man's brother.

We will be at the Sing,
the Sing,
the Sing.

The ruts in the road
are deep
and frozen.

The wheels of the wagon
have a song of their own.

I sit in the back of the wagon
in a nest made of blankets.

I listen to the song
of the rolling wagon wheels.

My father sits on the wagon seat.

He is driving his horses.

My mother sits beside him.

Straight and tall
my mother sits
on the wagon seat
beside my father.

My father sings
as he drives along.

He is happy.

He sings, "Now is winter.

Thunder sleeps.

Falls the snow.

Thunder sleeps.

Grass is gone.

Thunder sleeps.

Birds are gone.

Thunder sleeps.

Warmth is gone from the sands,
from the red rocks,
from the canyons.

Thunder sleeps.

It sleeps"

In my father's wagon
we go.

Behind my father's horses
we go.

On the Trail of the Holy Songs
we go
to hear the voices of the Gods.

--Ann Clark
(U.S. Dept. of
Interior Publi-
cation)